DOCUMENT RESUME

ED 475 409 CS 511 343

AUTHOR	Smith, Pamela
TITLE	Fantasy: A Study of C.S. Lewis's "The Lion, the Witch, and the Wardrobe." ArtsEdge Curricula, Lessons and Activities.
INSTITUTION	John F. Kennedy Center for the Performing Arts, Washington, DC.
SPONS AGENCY	National Endowment for the Arts (NFAH), Washington, DC.; MCI WorldCom, Arlington, VA.; Department of Education, Washington, DC.
PUB DATE	2002-00-00
NOTE	21p.
AVAILABLE FROM	For full text: http://artsedge.kennedy-center.org/teaching_materials/curricula/curricula.cfm?subject_id=LNA.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Adolescent Literature; Characterization; Class Activities; *Classroom Techniques; *Fantasy; Grade 7; Grade 8; *Language Arts; Learning Activities; Lesson Plans; *Literary Devices; Middle Schools; Student Educational Objectives; Teacher Developed Materials
IDENTIFIERS	National Arts Education Standards

ABSTRACT

This fantasy unit focuses on C. S. Lewis's "The Lion, the Witch and the Wardrobe." Through the unit's 17 lessons (which correspond to the book's 17 chapters), students will read and analyze the text, using the literary elements of characterization, setting, plot, theme, character, climax, and resolution. The unit offers an overview; suggests length and grade level; lists subjects and subtopics; cites dimensions of learning and intelligences being addressed; notes equipment and materials needed; addresses National Standards for Arts Education and other standards; and lists teacher resources. It also presents instructional objectives and strategies; offers a warm-up instructional plan; and suggests assessment and extension activities. It then provides a detailed, step-by-step (i.e., chapter-by-chapter) instructional plan. Attached are an outline of literary elements and questions for "quality thinking." (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 475 409

The Kennedy Center ARTSEDGE WORLDCOM

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Curricula, Lessons and Activities

Fantasy: A Study of C.S. Lewis's *The Lion, the Witch, and the Wardrobe*

Resource Type: lesson

Length: 1 unit with 17 instructional plans

Grade: 7,8

Subjects: Language Arts

Subtopics: Drawing, English, Journalism, Literature, Theater

Intelligences Being Addressed:
- Interpersonal Intelligence
- Intrapersonal Intelligence
- Verbal/Linguistic Intelligence

Dimensions of Learning:
- Acquisition and integration of knowledge
- Extension and refinement of knowledge
- Meaningful use of knowledge

Overview: This fantasy unit focuses on *The Lion, the Witch and the Wardrobe* by C.S. Lewis. Through these 17 lessons, students will read and analyze the text, chapter by chapter, using the literary elements of characterization, setting, plot, theme, character, conflict, climax, and resolution.

BEST COPY AVAILABLE

CS 511 343

Click here for an individual overview of each chapter.

Equipment:

- Computer Mac or PC with Internet access (optional)

Media & Materials:

- Book *The Lion, the Witch, and the Wardrobe*,

Printouts: This lesson has printouts. They are referenced in the "Student Supplies" or "Other Materials" sections below.

Student Supplies: A blank journal in which students will write

Literary Elements Worksheet

Questions for Quality Thinking Worksheet

Other Materials:

Related Textbooks: *The Lion, the Witch, and the Wardrobe* by C.S. Lewis

Teacher Internet Resources:

Lesson and Extension Specific Resources:

- **TeacherView: The Lion, the Witch, and the Wardrobe**
  http://www.eduplace.com/tview/tviews/l/lionthewitchandthewardrob.htm

  Students will research the life and works of C.S. Lewis, acquire and retain new vocabulary, explore journal writing, and use the computer as a research tool in answering comprehensive questions pertaining to *The Lion, the Witch, and the Wardrobe*.

General Internet Resources:

- **Into the Wardrobe: The C.S. Lewis Website**
  http://cslewis.drzeus.net/

  This C.S. Lewis site, created and maintained by C.S. Lewis's step-son,

includes biographies, photographs, a list of his literature, WAV files, message boards, and other Lewis links.

National Standards for Arts Education:

- 5-8 Theatre Content Standard 7 : Analyzing, evaluating, and constructing meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions
- 5-8 Visual Art Content Standard 3 : Choosing and evaluating a range o subject matter, symbols, and ideas
- 5-8 Visual Art Content Standard 6 : Making connections between visua arts and other disciplines

Click here for additional information on the National Standards for Arts Education

Other National Standards:

- Language Arts #2, #5, #6, #8

Source of Standards: McRel

For more on the Standards in other subjects, please refer to the Mid-continent Regional Education Laboratory (McREL) website.

State Standards, if any:

To search the State Arts Standards, please visit the National Conference of State Legislatures website.

Instructional Objectives: Students will receive instruction enabling them to:

- Develop an understanding of literary elements
- Develop critical thinking skills
- Improve reading comprehension
- Analyze text
- Participate in creative activities
- Be motivated to select reading as an enjoyable activity
- Identify basic components of a fantasy
- Apply graphic organizers to text
- Use oral language to strengthen vocabulary and concepts to improve comprehension
- Apply knowledge of literary elements
- Utilize questioning strategies to improve thinking
- Apply higher level thinking skills to their reading
- Recognize literary elements
- Apply literary elements to their writing

BEST COPY AVAILABLE

- Utilize writing to summarize and clarify material read and discussed

Strategies:

- Teacher-directed instruction
- Cooperative learning
- Group tasks
- Silent reading
- Group discussion
- Role playing
- Peer exchange and evaluation
- Creative problem-solving
- Online research
- Oral presentations
- Creative writing
- Guided imagery
- Writing to inform

Instructional Plan:

Warm Up:

Students will:

1. Read chapters for homework.
2. Read out loud the parts of the chapter pertaining to discussions.

Teacher will:

1. Introduce the novel as a fantasy. Aslan, the lion, must free Narnia from a spell cast by the White Witch.
2. Lead brainstorming discussions about components of a fantasy.
3. List possible themes.
4. Analyze the themes. Are they common to literature?
5. Have students copy the list of themes in their Literature Journal; students should compare the characters' problems and situations to their own.
6. Read aloud or give students time for silent reading. Teacher gives students dates when chapters will be discussed.

Please click here to view the Instructional Plan for each chapter.

Assessment:

Any or all of the following can be used for assessment. These can be used during the ongoing teaching of the lesson as benchmarks and at the end of the unit.

1. Who are the protagonists and antagonists?

2. The characters are in conflict with either each other or themselves. Write an analysis of a conflict that is illustrated in the novel.

3. Review your journal entries and reflect upon the class discussions about problems and situations that characters had to deal with in the novel. Write a paper comparing their interests and problems to your own interests and problems.

4. What literary elements does C.S. Lewis use to make the book more suspenseful and enchanting? Give examples to support your ideas.

5. What is the message or theme C.S. Lewis presents in *The Lion, the Witch, and the Wardrobe*? Write a paper.

Performance Task:

You and your classmates have been studying *The Lion, the Witch, and the Wardrobe* by C.S. Lewis. You have come to appreciate a few components of a fantasy. Reflect upon your enjoyment of the enchanting qualities of fairy tales. Your teacher has asked you to review a few of your favorite fairy tales as well as *The Lion, the Witch, and the Wardrobe*. Analyze the magical elements and values the author is trying to instill in the reader.

In a small group, brainstorm possible values you want to emulate. Compile as many as you can. Think about how life would improve if everybody tried to make the best choices and not necessarily the easiest. Also, compile a list of character strengths and weaknesses. Write a summary.

You are to write and illustrate a fairy tale. Remember that fairy tales are magical and try to teach a lesson. Students are to include the following literary elements studied in class:

- Character: Protagonist/Antagonist
- Setting
- Plot
- Theme
- Conflict
- Climax
- Resolution

Extensions: **Additional Activities:**

1. Create a collage that depicts the enchanting setting of Narnia.

2. Research aspects of World War II. Prepare a report of your findings.

3. Look at the titles for the chapters in *The Lion, the Witch, and the Wardrobe*. Write an analysis of why C.S. Lewis used chapter headings. Do the titles provoke interest, and are they relevant to the events in the chapter?

4. Write a letter to C.S. Lewis about your ideas, aspirations, and questions about his novel.

5. Read another novel from *The Chronicles of Narnia*. Write a paper comparing the two novels.

6. Dress up as one of the characters and write a monologue about your experiences.

7. Design a travel brochure advertising a trip to Narnia.

8. Review the death scenes in *The Lion, the Witch, and the Wardrobe*. How does C.S. Lewis portray death? What message is he trying to convey?

9. Make up a detailed map of Narnia showing where everything is and label it.

10. What was your favorite part of the novel? What was your least favorite part? Why?

11. Respond in your journal to the following statements. Support your answers:

a. Edmund realizes he makes mistakes and takes responsibility.

b. *The Lion, the Witch, and the Wardrobe* is a classic because the characters and situations are enchanting.

c. The old professor has visited Narnia.

Teacher References:

Author : Pamela Smith
Thomas Pullen
Landover MD

Review Date:

ARTSEDGENotes:

Instructional Plans

Chapter 1

1. Describe the Professor, Lucy, Susan, Edmund, and Peter. Re-read the first chapter for clues regarding their character traits.

2. Why do you think C.S. Lewis had Lucy discover the secret world inside the wardrobe?

3. What hearing words, seeing words, and feeling words does the author use to describe events and places?

4. Describe the Faun.

5. Why do you think _____ was so startled to see Lucy? List at least four possibilities.

Chapter 2

1. What evidence in the novel reveals the polite behavior of the characters? (i.e., Edmund, Lucy, Mr. Tumnus).

2. Re-read the paragraph when Mr. Tumnus says, "...it is winter in Narnia, and has been forever so long..." How has C.S. Lewis created a new language?

3. Why is the dialogue between Lucy and Mr. Tumnus humorous?

4. Why was Mr. Tumnus sobbing when he and Lucy had tea?

5. How did the Faun's prejudice toward humans encourage him to make the wrong choices?

6. Has there ever been a time when you did something wrong because you didn't evaluate the situation fairly? Please write a paragraph or two describing the occurrence.

7. Who do you suspect is one of the evil characters in the novel? Why? Support your answer.

8. Write a paragraph or two describing Narnia.

9. Re-read the letter to Lucy from her godfather. What is he trying to tell the reader?

10. List at least 8 characteristics of *The Lion, the Witch, and the Wardrobe* that are similar to fairy tales.

Chapter 3

1. How did the others react to Lucy's story about Narnia and the wardrobe?

2. Why do you think when they went back to the wardrobe it was an ordinary one?

3. How did Lucy feel when her brothers and sister thought she was telling a lie?

4. Have you ever told a lie? Why? How did you feel? Write a paragraph or two explaining the situation.

5. What stereotypical statement did Edmund make about girls? Do you think this was true? Why, or why not?

6. Find the passage describing Edmund's first sighting of the Queen of Narnia. Use any medium that you wish (i.e., crayons, paints, markers, and pencils) to illustrate it.

7. Why is Edmund confused when the Queen of Narnia questions him?

Chapter 4

1. What conclusions does the Queen of Narnia jump to when Edmund doesn't respond to the question, "Are you a son of Adam?"

2. How does the Queen of Narnia entice Edmund to bring his sisters and his brother back to visit her?

3. Why does the Queen want Edmund to keep their meeting a secret?

4. Describe an instance when an adult has asked you to keep a secret. Write a paragraph explaining the situation.

5. Make a list of possible situations where it is okay to keep a secret; make another list of situations where it is not a good idea to keep a secret. Use a Venn diagram to help you organize your ideas.

6. Why is Lucy so concerned about the White Witch making "a magic so that it is always winter..., but never Christmas"? What does the spirit of Christmas represent? If it is missing, why is this tragic?

7. What does C.S. Lewis do to make the world of Narnia believable to Edmund and Lucy?

8. Why do you think Edmund meets the witch and Lucy meets Mr. Tumnus? Write two paragraphs supporting your ideas. Think about each character's traits. Think about what would happen if Lucy met the Witch and Edmund met Mr. Tumnus.

Chapter 5

1. What mean and spiteful thing did Edmund do to Lucy?

2. Why do you think Lucy ran out of the room? What would have been a better plan of action?

3. Why do you think Edmund is getting meaner by the minute?

4. How do you know that Peter is older and wiser? Look in the chapter for evidence.

5. How does Peter explain Lucy's behavior? Is it logical? Why, or why not?

6. Why did Peter and Susan turn to the professor for advice and help? Why is this a good idea?

7. Think about a time when you have been in a situation where you have tried to be helpful but things got worse. Write a paragraph describing the events. Did you seek help from an adult? Why, or why not?

8. Re-read the passage on page 43 explaining the professor's behaviors to Lucy and Peter. How can you tell that he is listening and respectful of them?

9. Why were the kids startled by the question the professor asked? What was the question?

10. How does the professor help the children solve their dilemma?

11. Why does the professor think that Lucy is telling the truth?

12. What does the professor think should be taught at school? What do you think? Why?

13. Why does the professor tell them to mind their own business?

14. What are the three reasons why Peter, Susan, Edmund, and Lucy end up in the Wardrobe? Which one do you think is the right reason? Why?

15. What little morsel of advice keeps getting repeated? Why?

Chapter 6

1. How is the entrance into Narnia different this time compared to the previous two? How does this add to the story?

2. Why did Edmund accidentally reveal that he has been in Narnia before and that Lucy had not been telling lies?

3. Why is Edmund angry at Susan, Peter, and Lucy? What is he planning to do to show them? Who should he be angry with?

4. Use a Venn diagram to organize your ideas on the similarities/differences between Mr. Tumnus's house the first time and the third time Lucy visited with Peter, Susan, and Edmund.

5. How did the Queen know that Faun Tumnus had been "fraternizing with humans"?

6. In what ways are Lucy honorable and mature? What does she say to persuade the others to stay in Narnia?

7. Write a paragraph describing how Peter reveals he is a natural, thoughtful leader. Review the chapter for supporting evidence.

8. What is Edmund concerned about at the end of the chapter? What does he discuss with Peter?

9. Who do you think the red robin is allied with—the White Witch or Mr. Tumnus? Explain your answer.

Chapter 7

1. What strategies do C.S. Lewis use to inform the reader of events about to happen or characters about to be introduced? Is it effective? Why, or why not?

2. How do you know that the beaver wants to help the children when it whispers, "...Right in here. We're not safe in the open!"? How did he prove it to the children?

3. How did Peter, Edmund, Susan, and Lucy feel at the mention of Aslan, even though they didn't know who he was?

4. Re-read pages 66 and 67. Draw a picture using the description of the beaver's home.

5. Why was it a good idea for the snow to fall?

6. What does the beavers' home reveal about them?

Chapter 8

1. Why does Peter think they should risk trying to rescue Mr. Tumnus?

2. Why is Aslan coming to Narnia? Who is he? What is supposed to happen in Narnia?

3. What is the prophecy about the sons of Adam and the daughters of Eve?

4. Why was Mr. Beaver so sure that Edmund had gone to the White Witch?

5. Why did Peter still think they should look for Edmund?

6. Describe a time when you have wanted to help a brother, a sister, or friend even if they weren't always "nice" to you.

7. Why is it important to determine the approximate time when Edmund left?

8. Why do they have to leave the house quickly?

Chapter 9

1. Why does Edmund think his brother and sisters were trying to ignore him?

2. Why did Edmund go to the White Witch even though he really knew that she "...was bad and cruel"?

3. What did Edmund do to the stone lion in the White Witch's courtyard? Why? What does this reveal about his character?

4. Describe the witch's house.

Chapter 10

1. Why is Mrs. Beaver clever? Support your answer.

2. Why did Mr. Beaver leave their secret cave?

3. "It's all right! It isn't her!" Why is this bad grammar?

4. Who was riding in the sledge? Who else could it be?

5. What does this symbolize?

6. What gifts did each member of the party get? Does each gift suit each recipient's character traits? Why, or why not?

Chapter 11

1. How has the behavior of the White Witch changed towards Edmund? Why?

2. Why did the White Witch send Fenris Ulf on a separate mission? Who is he?

3. Why couldn't Fenris Ulf catch up to and kill Mr. And Mrs. Beaver, Peter, Susan, and Lucy?

4. At what point does Edmund realize the gravity of the situation? What is his plan to comfort himself? Is this a good idea? Why, or why not?

5. How does the Queen of Narnia discover that Father Christmas is in Narnia?

6. How has Edmund changed? How do we know he has empathy for others now?

7. Why did Edmund's heart give a great leap?

8. What word does C.S. Lewis use to describe the thawing of Narnia? Review the chapter for evidence.

9. Why was the White Witch so desperate by the end of the chapter?

Chapter 12

1. Why did the party have to diverge from following the big river?

2. Describe Aslan.

3. Why did Peter take part of the responsibility for Edmund "going wrong"?

4. Re-read the last paragraph on page 124. What does this reveal about Lucy?

5. Why do you think Aslan is sad?

6. Why does Peter become Sir Peter Fenris-Bane?

7. Write a paragraph describing the two times Peter was reluctant to do something but did it anyway.

8. Write about something you had to do that you kept putting off. Why did you procrastinate? What did you learn?

9. Re-read pages 126-129. List the feelings Peter had when he discovered he had to fight the wolf. How did he feel after the fight was

over? How did Susan and Peter behave? Do you think this is realistic? Why, or why not?

Chapter 13

1. What does the White Witch plan to do to Edmund? Why?

2. What is the proper use of the Stone Table?

3. Review the chapters. Write a paragraph or two on the techniques C.S. Lewis uses to create suspense and excitement.

4. Why wasn't the White Witch captured by the rescue party?

5. Do you think Edmund's reunion with his brother and sisters is realistic? Why or why not?

6. Write about a time when you have acted before you thought things through and, thus, had a little trouble. Describe how you learned a valuable lesson from the situation.

7. Why does the White Witch meet with Aslan?

8. What is the "Deep Magic"?

9. Why does the White Witch not trust Aslan?

Chapter 14

1. Why is Aslan giving Peter instructions regarding the White Witch?

2. How has Aslan's behavior changed? How has it affected everyone else?

3. Why did Susan and Lucy join Aslan on his journey?

4. Where was he going? Why?

5. Why do you think Lucy thought Aslan looked "braver, more beautiful and more patient than ever" and the enemies thought he looked like a "great cat"?

6. Why did the crowd, rabble, become even more frenzied and enraged?

7. What does the White Witch hope to gain by killing Aslan? Why did Aslan go to the Stone Table?

Chapter 15

1. Why did Lucy and Susan feel "sadness, shame and horror" about Aslan's death?

2. What happens to Aslan and the Stone Table after the White Witch leaves?

3. Why didn't the witch's plan work?

4. Re-read page 162. What does C.S. Lewis do to help you imagine the ride the girls had on Aslan?

5. Why do you think Aslan went to the White Witch's house instead of joining Peter and the others?

Chapter 16

1. How does C.S. Lewis describe the awakening statues? What does he use to help you develop a clear picture in your mind?

2. What was Aslan's plan for finding the battle?

3. Why is the other lion so pleased? What does this reveal about Aslan?

4. How did the enemy look to Lucy?

5. Why does Aslan jump in the fight between Peter and the White Witch?

Chapter 17

1. What kind of leader is Peter? Would you want him to be your brother or your friend? Why?

2. What did Edmund do right during the battle that others did not?

3. What does Aslan mean when he says to Lucy, "Must more people die for Edmund?"?

4. How has Edmund changed as a character? Why?

5. What did King Peter, King Edmund, Queen Lucy, and Queen Susan do to improve Narnia?

6. Why must Aslan be free to come and go as he pleases?

7. What attributes do Peter, Edmund, Susan, and Lucy have after many years of ruling?

8. Why do the two kings and queens hunt for the White Stag?

9. How does the speech of kings and queens differ from Peter, Edmund, Lucy, and Susan?

10. What do the post and lantern represent? Please explain.

11. Why does Susan not want to follow the White Stag? How do the others talk her into continuing the adventure?

12. Why did the children feel they had to talk to the professor?

13. How did he react to their story?

14. What advice does he give the children?

Literary Elements

Characterization

- Is the character believable?
- Does the character show strengths and weaknesses?
- Can the reader identify with the character?

Setting

- How does the place and time at which the story occurs support it?

Plot

- What is the story about?
- What happens in the story?

Theme

- What is the author's purpose in writing the story?

Character

- Protagonist: central character
- Antagonist: opposing force

Conflict

- What are the encounters between the antagonist and the protagonist?

Climax

- What is the turning point in the story? The outcome becomes clear.

Resolution

- What are the events that lead to the solution of the problem?

Questions for Quality Thinking:

1. Recalling:

Who, What, When, Where, How?

2. Comparing:

How is _____ similar to / different from _____?

3. Identifying Attributes and Components:

What are the characteristics / parts of _____?

4. Classifying:

How might we organize _____ into categories?

5. Ordering:

Arrange _____ into sequence according to _____.

6. Identifying Relationships and Patterns:

Develop an outline / diagram / web of _____.

7. Representing:

In what other ways might we show / illustrate _____?

8. Identifying Main Ideas:

What is the key concept / issue in _____?

Re-tell the main idea of _____ in your own words.

9. Identifying Errors:

What is wrong with _____?

10. Inferring:

What might we infer from _____?

What conclusions might be drawn from _____?

11. Predicting:

What might happen if _____?

12. Elaborating:

What ideas / details can you add to _____?

Give an example of _____.

13. Summarizing:

Can you summarize _____?

14. Establish Criteria:

What criteria would you use to judge / evaluate _____?

15. Verifying:

What evidence supports _____?

How might we prove / confirm _____?

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").